



Nov 5th, 11:20 AM - 12:00 PM

Monitoring and Strengthening Reading Comprehension For All Students

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VanOstenbridge, Claire, "Monitoring and Strengthening Reading Comprehension For All Students" (2016). *Inclusion Across the Lifespan Conference*. 19.
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Monitoring and Strengthening Reading Comprehension of All Students



Presentation by Claire VanOstenbridge

Goal for this session

How to utilize formative assessment to determine the needs for reading comprehension in your classroom and help.



Use your question as your springboard



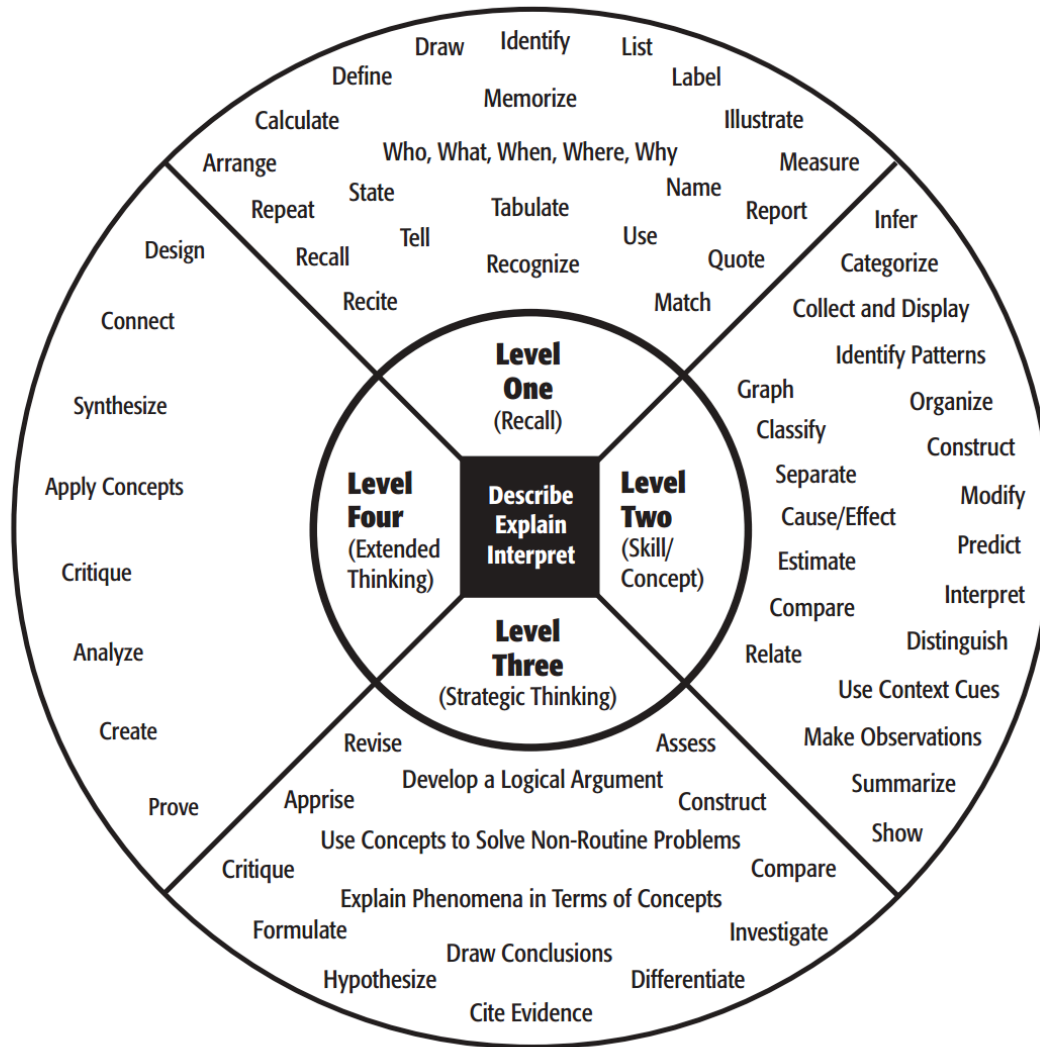
- Exit tickets are the quickest and easiest way to determine what your students learned from a lesson or text.
 - Exit tickets can require one-word answers or a couple of sentences.
- Before doing an exit ticket, consider what you're going to ask your students and what kind of data you're looking for.

How to get the most bang for you buck

- There are three main types of questions:
 1. **Literal:** Lowest level- asks basic one word responses, focuses on recall
 2. **Inferential:** Comprehension- asks the students to think about what they read, answer cannot be found word-for-word in the text
 3. **Evaluative:** Highest level- asks the students to critically think about the text and respond, asks for judgment and ideas supported by evidence

Need a question starter?

Depth of Knowledge (DOK) Levels



Example

- Questions for chapter 1 of *Gated* by Amy Christine Parker.
 - **Level 1:** *Who* was the only person to not shoot the gun accurately during target practice?
 - **Level 2:** What can you *infer* about Lyla's personality based on her reaction to target practice?
 - **Level 3:** *Compare* Lyla's decision to shoot the target's knees to Marie's decision to shoot the heart. Based on what you know so far, what do these actions reveal about each girl?

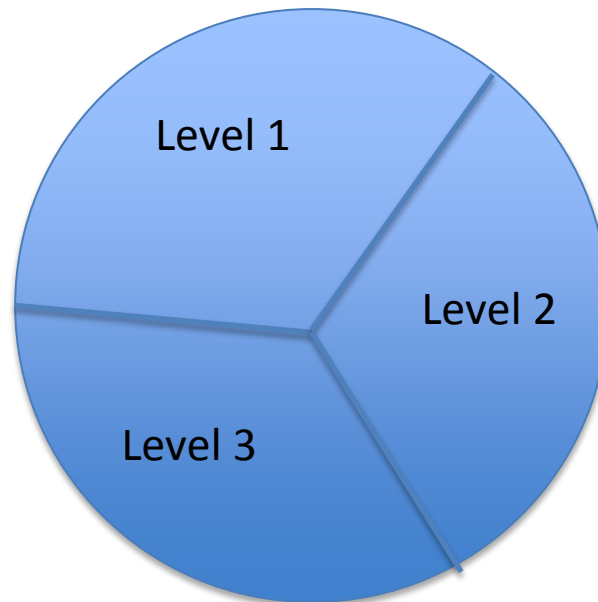
Options for tracking

- Comparison over time
 - Create multiple exit tickets over the course of a week and track your student's ability to answer the questions.
 - Make sure the questions are related to reading material.
 - Circle the level of question that the student was able to answer.

Student	2/16/16	2/17/16	2/18/16	2/19/16
A	1 2 3	1 2 3	1 2 3	1 2 3
B	1 2 3	1 2 3	1 2 3	1 2 3
C	1 2 3	1 2 3	1 2 3	1 2 3
D	1 2 3	1 2 3	1 2 3	1 2 3

Options for tracking

- DOK Chart
 - Give all three types of questions at once after reading the text and the lesson.
 - Plot students in the highest level of question they were able to answer.



I have the data. Now what do I do?

Many of my students cannot answer literal questions	Many of my students cannot answer inferential questions	Many of my students cannot answer evaluative questions
<p>What to do...</p> <ul style="list-style-type: none">• Before Reading:<ul style="list-style-type: none">• Tea Party• Whole group or small group KWL• During Reading:<ul style="list-style-type: none">• Thinking Marks• Model Think Alouds with fix-it strategies• Play Say Something• Practice visualizing “Mind Movies”• After Reading:<ul style="list-style-type: none">• Complete KWL• Likert Scales• Text feature based summaries	<p>What to do...</p> <ul style="list-style-type: none">• Before Reading:<ul style="list-style-type: none">• Tea Party• Anticipation Guide• During Reading:<ul style="list-style-type: none">• Thinking Marks• Model Think Alouds with fix-it strategies• Play Say Something• After Reading:<ul style="list-style-type: none">• Complete after reading Anticipation Guide• Twitter board discussion• Blogging	<p>What to do...</p> <ul style="list-style-type: none">• Before Reading:<ul style="list-style-type: none">• Tea Party• Small group KWL• During Reading:<ul style="list-style-type: none">• Thinking Marks• Play Say Something• After Reading:<ul style="list-style-type: none">• Complete KWL• Twitter board discussion• Blogging• Socratic seminar

Awesome! Now what does this look like in my classroom?

- All of the strategies will be made available to you after this PD.
- The best way to understand something is to try it and practice it for yourself.
 - Let's try a few strategies.



Before Reading: Tea Party

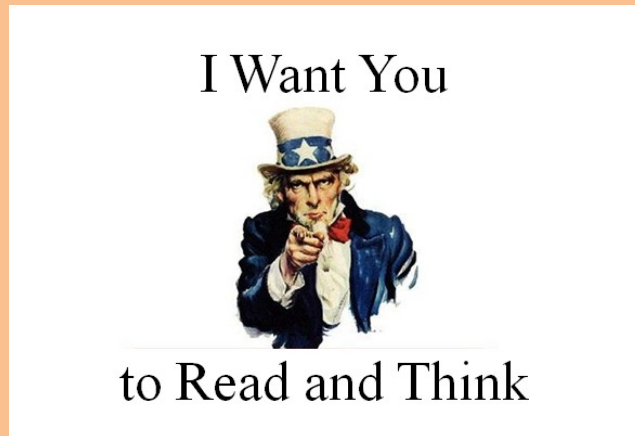
1. Pull important sentences, phrases or words from the text you are going to read.
2. Write these on individual index cards and write the word “Theory” on the back.
3. Allow each student to draw a card and read over their sentence, phrase or word.
4. Students then circulate the room, introduce themselves and then read what their card says.
5. Allow about 5-7 minutes before having the students return to their seats.
6. Students create a theory for what they think the text will be about based on what they heard.
7. Share theories.



Let's try it!

During Reading: Thinking Marks

- In your Google folder, I have the template for the Thinking Marks bookmarks.
- When teaching this, be sure to model the marks and think aloud.
- You can also play Say Something in combination with this strategy.



Let's try it!

Thinking Marks!

An easy way to write what you're thinking...

Wow!	This part is important or exciting. I want to talk about this part with a friend.
Huh??	This part is confusing. I need to use a fix-it strategy. I need to ask a friend or teacher about this part.
Connection!	I made a connection to this part. I feel the same way as this author.
Hmmm...	This part makes me wonder about ____. I can make a prediction here to what will happen next!
Mind Movie	I visualized this part in my head. I understand it really well. When I read this part, I saw ____ in my head.

(Beers, 2003)

So...

What can Thinking Marks look like?

During Reading: Say Something

- Choose stopping points throughout the reading to stop at and play Say Something.
- Students can use their Thinking Marks to help them play this game so no one is caught off guard.
- While reading, at stopping points, students can be asked to “say something” to help them keep track of their reading.
 - When you’re first doing this strategy, it’s best to take volunteers only.
 - This can be done in **partners** too if you have students who are shy!

“Say Something” Sentence Starters

- This helps the game go a lot smoother
- Have the students keep in a safe place
 - **OR** laminate the cards and pass them out during class/ partner readings
- Encourage the students to use their Thinking Marks to help them play “Say Something”

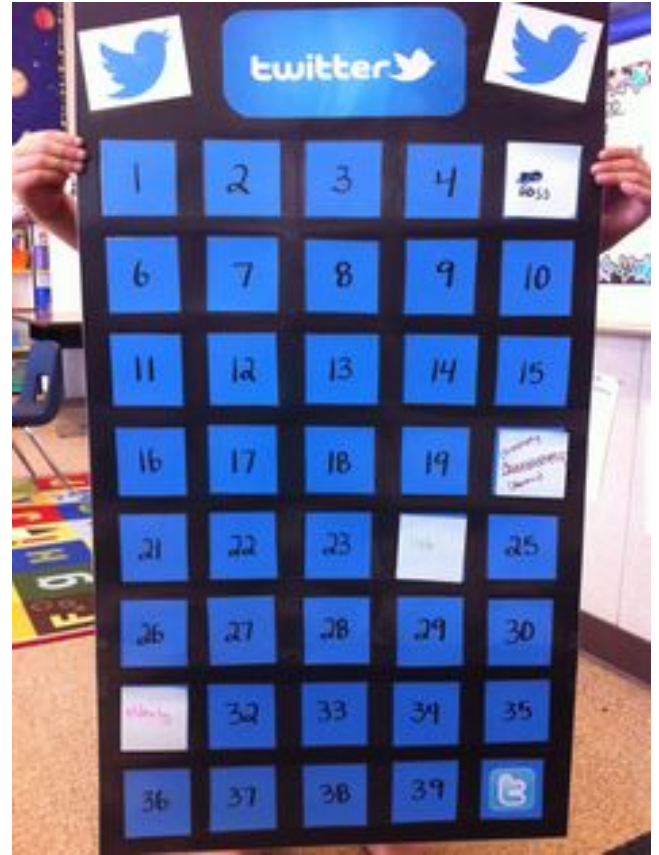
<h2 style="text-align: center;">SAY SOMETHING!</h2> <p style="text-align: center;"><i>Be prepared to share your thinking about the text you are reading. When the teacher says, “Say Something,” Turn and talk.</i></p>	
<p><u>MAKE A PREDICTION</u></p> <ul style="list-style-type: none"> • I predict that... • I bet that... • I think that... • Since {this} happened, then I bet the next thing to happen will be... • Reading this part makes me think that {this} is about to happen. • I wonder if... 	<p><u>ASK A QUESTION</u></p> <ul style="list-style-type: none"> • Why did... • What’s this part about? • How is {this} like {this}? • What would happen if... • Why... • Who is... • What does {this} section mean? • Do you think that... • I don’t get this part here...
<p><u>CLARIFY SOMETHING</u></p> <ul style="list-style-type: none"> • Oh, I get it... • Now I understand... • This makes sense now... • No, I think that means... • I agree with you. This means... • At first I thought... but now I think... • This part is really saying... 	<p><u>MAKE A COMMENT</u></p> <ul style="list-style-type: none"> • This is good because... • This is hard because... • This is confusing because... • I like the part where... • I don’t like this part because... • My favorite part so far is... • I think that...
<p><u>MAKE A CONNECTION</u></p> <ul style="list-style-type: none"> • This reminds me of... • This part is like... • {This} character is like {this person} because... • This is similar to... • The differences are... • I also... • I never... • This character makes me think of... • The setting reminds me of... 	<p><u>SUMMARIZE</u></p> <ul style="list-style-type: none"> • I learned... • The setting is... • The conflict is... • Somebody, Wanted, But, So Then

After Reading: Text Features-Based Summaries

- To help them analyze their reading even further, have the students write mini-summaries based on text features such as headings and subheadings.
- Practice pulling out key information that explains the heading by giving more detail or answering a question.
 - This takes practice and you will need to demonstrate it first so the students learn what is relevant and what is extra information.

After Reading: Twitter Board Discussion

- How well did these strategies help your students?
 - Find out with a Twitter Board discussion.
- Create a twitter account for the class and post questions about the reading to track their comprehension.
 - This gives the students an opportunity to talk to each other about the reading
- Nervous about using a live Twitter account?
 - Create a concrete Twitter board in the classroom so students can post. Allow them to comment with sticky notes on other students' tweets.



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Thank you so much for coming!